

GRADE SIX:

CCLS ALIGNED UNIT 1

UNIT RATIONALE: Students who are college and career ready value evidence, build strong content knowledge, comprehend as well as critique, and use technology and digital media strategically and capably.

What is the Organizing Center of this Unit? The research process targets the ancient civilization of Egypt.

Measurable Learning Targets: What will students know and be able to do by the end of this unit?

Independently Identify from Informational Text Read: Determine central idea, cite explicit details, identify text structure, use illustrations, fact from personal opinions, meanings of words, use of multimedia formats, compare and contrast author presentation of subject, impact of past culture on today's.

Effectively develop in own writing: Write informative/explanatory text to examine a topic (print or non-print), by utilizing multiple references/media, technology, implementing Internet to research and publish, collaborating with peers and adults, organizing ideas into an appropriate text structure, using appropriate transitions, use relevant descriptive details, headings, formal style, use of graphics (e.g. artwork, maps), concluding statement, and provide basic bibliographic references.

Apply conventions of Standard English: Skim materials for overview and specific information, condense and combine information from more than one source. Connect, combine, compare & contrast ideas and information from more than one source with collaboration from adults and peers. Demonstrate command of conventions of standard language and mechanics, vary sentence types for meaning and interest, consistency of style and tone.

Demonstrate speaking and listening skills: Engage effectively in a range of collaboration, discussions, specific questioning, reflection, use of specific claims supported by evidence in an oral presentation, use of appropriate eye contact, adequate volume, and clear pronunciation enhanced with visual displays (e.g. graphics, images, music, sound).

Essential questions:

- . How do researchers use what they learn to teach/help others?
- . As researchers, how do we find out which facts are important to a specific purpose?
- . What tools can we use to learn and organize information?
- . How can we share our information?
- . When does it make sense to revise our thinking, writing and work?

ALIGNMENT OF INSTRUCTIONAL MOMENTS, PURPOSES, AND RESOURCES

MOMENT:	PROVIDES TEACHERS POTENTIAL TO TEACH AND FORMATIVELY ASSESS:	USING THESE RESOURCES:
GUIDED READING	<ul style="list-style-type: none"> . Targeted comprehension, fluency, listening and Speaking and/or language skills. . Content Vocabulary . Text structure . Share reading experiences . Use of graphic sources . Summarize . Word structure . Inferences 	Unit 2: <ul style="list-style-type: none"> . Main selection: “Egypt” and leveled readers from reading series . Fresh Reads and Selection Test. . Practice workbooks, Grammar & Spelling . Look back and write . Reader Response & Journal Writing . Graphic sources . Rubrics . Checklists
INFORMATIONAL TEXT (Nonfiction)	<ul style="list-style-type: none"> . Content vocabulary (domain specific) . Use of Multi-media (at least 3 sources of research) reference (bibliography) . Distinguish between fact & opinion using explicit information (supporting details) . Integrate information . Recognize how different authors and media impart information . Filter relevant from non-relevant information . Inferences 	May include: <ul style="list-style-type: none"> . Internet (websites) . Periodicals . Graphic organizers . Technology . Library Media Center . Rubrics . Checklists <p style="text-align: center;">*Please see addendum of suggested literature, references, websites.</p>
INTERACTIVE READ ALOUD	<ul style="list-style-type: none"> . Active listening . Main Idea . Supporting Details . Use of facts (not judgments or opinions) . Text structure . Illustration . Speaking clearly . Sharing facts . Asking questions for clarification . Research Process . Revision . Identify relevant information 	<ul style="list-style-type: none"> . “Egypt” audio CD . Leveled Readers . Web podcasts . Checklists . Rubrics <p style="text-align: center;">*See addendum for suggested reads</p>

MOMENT:	PROVIDES TEACHERS POTENTIAL TO FORMATIVELY ASSESS:	USING THESE RESOURCES:
INDEPENDENT READING	<ul style="list-style-type: none"> . Sort facts into categories . Main idea/ theme . Supporting details . Content vocabulary . Text . Organization as traits of writing . Note taking . Text structure . Timelin 	<p>Student selected texts *See addendum of suggested resources</p> <p>Rubrics Checklists Graphic Organizers</p>
GUIDED WRITING	<ul style="list-style-type: none"> . Targeted writing skills as it pertains to research 	<ul style="list-style-type: none"> . Written Models/exemplars . Six Traits . Graphic organizers . Rubrics . Checklists
INVESTIGATIONS	<ul style="list-style-type: none"> . Guiding questions for research . Main idea/theme . Supporting details . Use of facts from multiple sources . Research process . Text and text structure . Graphic sources . Illustration . Note taking/making . Organization as a traits of writing . Correct use of content vocabulary, facts, research and revisions . Supporting graphics . Analyze text 	<ul style="list-style-type: none"> . Relevant non-fiction text *See addendum . Graphic organizers . Student drafts and final copies . Technology * See addendum . Rubrics . Checklists
INDEPENDENT WRITING	<ul style="list-style-type: none"> . Use of revision . Editing . Organization . Note-taking . Graphic organizers . Graphic sources . Research process . Map skills . illustrate . Use of relevant facts . Main idea . Supporting details . Transitions 	<ul style="list-style-type: none"> . Student drafts and final copies . Rubrics . Checklists <p>* See addendum</p>

Which 21st Century Literacy Skills and Strategies Will Learners Use?

- . Use of Multi-media (Information/Global): e.g. Internet, videos, podcasts, periodicals, non-fiction text, graphic sources

Communicate: Collaborate, present and discuss

- . Technology: Computers, ipads
- . Connections beyond the classroom
- . Critical Thinking: Sorting information from multiple sources
- . Self-evaluate: e.g. wiki

What Will Learners Create and Share with Authentic Audiences?

Through collaboration with peers and adults, Learners will utilize various media sources/outlets (e.g., technology, non-fiction, periodicals) to research and create a project of choice (e.g., story board, power-point, travel brochure) on three predetermined topics of their choosing related to their study of Egypt. Learners will publish, present, and share with others.

What should the rough and final drafts of this product enable us to access?

- . Develop main idea
- . Sort facts into categories
- . Use of research process
- . Include supporting details
- . Use of facts from various sources
- . Revision
- . Note-taking process
- . Organization as Traits of Writing
- . Use of multi-media
- . Use of graphic sources

Alignment to the Standards

Reading Literature (RL) N/A as it pertains to final project/assessment

Reading Informational Text (RI)

RI 6.1, RI 6.2, RI 6.3, RI 6.4, RI 6.7, RI 6.8, RI 6.9

Writing (W)

W 6.1 a, b, d, e

W 6.2 a, b, c, d, e, f

W 6.3 c, d e

W 6.5

W 6.6

W 6.7

W 6.8

W 6.9 b

W 6.11

Reading: Foundational Literacy Skills (RF)

N/A

Speaking and Listening (SL)

SL 6.1 a, b, c

SL 6.3

SL 6.4

SL 6.5

Language (L)

L 6.1

L 6.2 a, b

L 6.3 a, b

L 6.4 a, c, d

L 6.6

*** Addendum of suggested/recommended resources**

Websites: Google Search: Ancient Egypt for Kids.

<http://www.woodlands-junior.kent.sch.>

<http://www.kingtutone.com/kids/puzzle>

<http://egypt.mrdom.oral>

<http://www.historyforkids.org/learn/egypt/>

<http://www.ancientegypt.co.uk/menu.html>

<http://kids.nationalgeographic.com/kids/games/puzzlesquizzes/brainteaseregyp>

<http://www.mummytombs.com/egypt/kingtut.html>

<http://www.schoolsliaison.org.uk/kids/access/egypt/index-egypt.htm>

<http://www.historyforkids.org/learn/egypt/architecture/egyptarchi.htm>

<http://www.iwebquest.com/egypt/ancientegypt.htm>

Books:

Social Studies: World History Harcourt Publishing

If I were a Kid in Ancient Egypt

Curious Kids: Ancient Egypt by Miranda Smith

In Search of King Tut's Tomb by The Brothers Hildebrant

Ancient Egypt by Sarah Dixon

Hieroglyphs from A to Z by Peter Der Manuelian

BrainBoosters: Digging Into The Past: Educational Insights

Periodicals:

Kids Discover: Archaeology

Kids Discover: Pyramid

Kids Discover: Ancient Egypt

Video:

Opening the Lost Tombs: Live from Egypt: hosted by Maury Povich

Earl Greenburg Productions

Teacher resource:

Teacher Created Materials: Thematic Unit: Ancient Egypt